


# Kindergarten Reading Newsletter

Marking Period 3, Part 2

MT	Learning Goals by Measurement Topic (MT) <u>Students will be able to . . .</u>
Foundational Skills	<ul style="list-style-type: none"> <li>demonstrate understanding of spoken words, syllables, letter names, and sounds.</li> <li>use beginning, middle, and ending sounds in speaking, reading, and writing.</li> <li>change beginning consonant sounds to create new words (bit, sit, kit).</li> <li>use consonant blends (bl-, cl-, fl-, gl-, pl-, sl-) in speaking, reading, and writing.</li> <li>explore the use of short vowel sounds to create short vowel words.</li> <li>use one-to-one letter sound relationships.</li> <li>read common high-frequency words by sight.</li> </ul>
Text Reading Comprehension	<ul style="list-style-type: none"> <li>practice using before, during, and after reading strategies such as a picture walk, sounding out, finding known or unknown words, and rereading.</li> <li>ask and answer questions about key details and vocabulary in informational text.</li> <li>recognize different common texts (literary text, informational text, poems).</li> <li>explore text features in informational texts.</li> <li>explain the role of an author and illustrator.</li> </ul>



Thinking and Academic Success Skills (TASS)		
	<u>It is . . .</u>	<u>In reading, students will . . .</u>
Synthesis	putting parts together to build understanding of a whole concept or to form a new or unique whole.	<ul style="list-style-type: none"> <li>put together new word formations using consonant blends and short vowel sounds.</li> <li>use text features to understand informational text.</li> <li>use known words and concepts to build new vocabulary.</li> </ul>
Effort/Motivation/Persistence	working diligently and applying effective strategies to achieve a goal or solve a problem; continuing in the face of obstacles and competing pressures.	<ul style="list-style-type: none"> <li>use reading strategies and text features to build a better understanding of what is being read.</li> <li>set goals to achieve success in reading.</li> <li>continue to explore new vocabulary in informational text.</li> </ul> 

★ Kindergarten learning goals are ongoing throughout the entire year and repeat with increased complexity.

# Kindergarten Reading Newsletter

Marking Period 3, Part 2

## Learning Experiences by Measurement Topic (MT)

MT	 <u>In school, your child will . . .</u>	 <u>At home, your child can . . .</u>																
Foundational Skills	<ul style="list-style-type: none"><li>investigate short vowel sounds and create new words.</li><li>practice working with words by using high-frequency words and word families (sip, dip, chip).</li><li>change consonant letter sounds and blends to create words through literacy games and centers.</li><li>participate in whole group read aloud and small group guided reading instruction to practice identifying features of print, the decoding of words, reading fluency, and reading strategies.</li></ul>	<ul style="list-style-type: none"><li>listen to and/or read books every night.</li><li>change the beginning sound to make word lists using word families.</li></ul> <table border="1"><tr><td>-ot</td><td>-og</td><td>-it</td><td>-in</td></tr><tr><td>spot</td><td>jog</td><td>sit</td><td>pin</td></tr><tr><td>pot</td><td>log</td><td>fit</td><td>tin</td></tr><tr><td>lot</td><td>dog</td><td>bit</td><td>fin</td></tr></table> <ul style="list-style-type: none"><li>use consonant blends (bl- blue, block, blossom).</li></ul>	-ot	-og	-it	-in	spot	jog	sit	pin	pot	log	fit	tin	lot	dog	bit	fin
	-ot	-og	-it	-in														
spot	jog	sit	pin															
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Text Reading Comprehension	<ul style="list-style-type: none"><li>participate in large and small groups to read, discuss, compare, and comprehend informational texts.</li><li>use different graphic organizers to sequence the events in informational text.</li></ul> <p style="text-align: center;">Sequence of Events</p> <div><div></div><div>→</div><div></div><div>→</div><div></div><div>→</div><div></div></div> <ul style="list-style-type: none"><li>use and explain text features in informational text.</li><li>retell key details and identify the main topic in informational text.</li><li>recognize different common texts (literary text, informational text, poems).</li></ul>	<ul style="list-style-type: none"><li>discuss books read at home and school.</li><li>ask and answer questions about text features such as:<ul style="list-style-type: none"><li>What is the title of the text?</li><li>How do the photographs help me understand information in a text?</li><li>What is bold print and how does it help me understand what is important in the text?</li></ul></li><li>draw pictures to sequence events or explain key details in a text.</li><li>follow the directions of a recipe.</li><li>use these websites to support learning: <a href="http://www.starfall.com">www.starfall.com</a> <a href="http://www.abcya.com">www.abcya.com</a> <a href="http://www.turtlediary.com">www.turtlediary.com</a></li></ul> <div><p style="text-align: center;"><b><u>Text Features</u></b></p><table><tr><td>Title</td><td>Table of Contents</td></tr><tr><td>Index</td><td>Bold Print</td></tr><tr><td>Headings</td><td>Photographs</td></tr><tr><td>Captions</td><td>Labels</td></tr><tr><td>Glossary</td><td>Charts/Graphs</td></tr><tr><td>Numbered Steps</td><td></td></tr></table></div>	Title	Table of Contents	Index	Bold Print	Headings	Photographs	Captions	Labels	Glossary	Charts/Graphs	Numbered Steps					
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